



# 2003

In-Service Training  
for Law Enforcement

## TELECOURSES

### **The Intelligence Process (Repeat)**

Underscores the vital role field officers play in providing essential pieces of information on which all "intelligence product" is based. Several specific segments reinforce the importance of the field officer in gathering intelligence: 1) The Intelligence Payoff, 2) The Intelligence Process, 3) The Alpha Roster, 4) Terrorism Update (CA and AZ), 5) Special Field Focus (LA Clearinghouse and AZ Gang Intelligence Team Enforcement Mission), and 6) Intel-In-Action (The Narco-Terrorist Link). Key questions from field officers regarding the intelligence process and its practical application are also included. Co-produced with Arizona POST, these segments may be used individually by training officers in a stand-alone capacity, or combined as a comprehensive profile of the CA/AZ intelligence network of 2002. Originally broadcast September 2002. (Ref.) (02-09)

### **Anti-Reproductive Rights Crimes 2003**

Since the landmark Roe v. Wade U.S. Supreme Court ruling in 1973, more than 2,500 violent crimes have been committed against abortion clinics and providers nationwide, with California leading the nation in clinic arsons and bombings. The passage of the Federal Freedom of Access to Clinic Entrances Act in 1994 has decreased certain types of violence, but one in five clinics still experiences severe violence every year. As of January 1, 2002, California peace officers have a new tool to help stop the violence: the California Freedom of Access to Clinic and Church Entrances Act. This telecourse explains this legislation and covers 1) indicators of potential criminal behavior, 2) victims of anti-reproductive rights crimes, 3) types of anti-reproductive rights crimes, 4) legal update, 5) preventative measures, 6) responding to possible anti-reproductive rights crimes, and 7) support services. (Ref.) (03-02)

### **Kids in Peril: Missing Children Cases 2002 (Repeat)**

Law enforcement has become far more diligent in its approach to investigating missing children cases. These cases may involve youngsters considered lost, injured or otherwise missing, runaways, domestic violence cases, family abductions, and non-family or stranger abductions. This telecourse program explores four key themes for missing children cases: 1) Maintaining professional behavior throughout the investigation; 2) Protecting the rights of all people; 3) Ensuring officer and public safety at all times; and 4) Caring for the victims and their families. Originally broadcast March 2002. (Ref.) (02-03)

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# 2002

## In-Service Training for Law Enforcement

## TELECOURSES

### **Cold Case Homicide**

This telecourse examines the process of solving cold case homicides and emphasizes how the actions of field officers can have dramatic impact on whether a cold case can be solved or not. Five topic areas explored include: 1) Value of solving cold case homicides; 2) Crime scene basics; 3) DNA; 4) Fundamentals of cold case investigations; and 5) How cold cases are prioritized. (02-02)

### **Kids in Peril: Missing Children Cases 2002**

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### **Special Response Tactics 2002**

Catastrophic incidents occurring across the Nation and beyond have made it necessary for small and large departments—urban and rural areas of jurisdiction— to be familiar with, prepared for, and trained on using special tactics to secure and contain the scene(s) safely. This telecourse presents information gathered from experts based on training and actual experience with five incidents of threat: High Risk Stops with K-9, Emotionally Disturbed Persons, Officer/Citizen Down Rescue, Active Shooter, and Weapons of Mass Destruction. (Ref.) (02-04)

### **Public Safety Dispatcher 2002: Meeting the Ethical Challenge**

Challenges dispatchers to consider not only their own personal ethical standards, but also the expectations, values, principles, and standards that are particular to their profession. The goals of the program are to 1) identify influences or cues that may affect a dispatcher's ethical reasoning and decision making skills; 2) raise awareness of ethical issues and decisions that public safety dispatchers must routinely confront on the job; and 3) promote ongoing discussion and training of issues, policies, and minimal ethical standards at the individual agency level. The telecourse is divided into four segments that present unique challenges to ethical reasoning: Loyalty, Responsibility, Judgment, and Courage. (Ref.) (02-05)

### **Cultural Competency**

Promotes understanding and respect for racial and cultural differences and the development of effective, non-combative methods of carrying out law enforcement duties in a racially and culturally diverse environment. Teaches the basics of cultural competency by presenting a variety of scenes illustrating some of the common calls for service that officers encounter in the field. In each scenario, the viewer enters the "door" of the crime to view best practices for handling the call. Topics covered include Asian, disabled, and gay/lesbian community cultures and issues; Latino community cultural concerns; Muslim community and immersion training; Domestic violence as a matter of culture; and Racial profiling overview. (02-06)

### **Dispatcher 2002: Becoming Culturally Competent**

Like peace officers, public safety dispatchers have a duty to serve the entire community in a manner that is fair and without bias. This telecourse assists dispatchers in reviewing and enhancing the knowledge and skills they may already have in cultural competency. Topics include: 1) definition of Cultural Competency; 2) laws pertaining to cultural diversity; 3) why it is vital for dispatchers to learn and care about Cultural Competency; and 4) basic skills associated with being Culturally Competent. (02-07)

### **Achieving Training Excellence**

This scenario-based program targets all general law enforcement officers and law enforcement trainers and potential trainers. The Student Module includes topics of 1) effective learning; 2) course selection; 3) course delivery options; 4) meeting training standards; 5) POST-certified training; and 6) what makes a good course. The Trainer Module highlights best practices and includes topics of 1) selection standards; 2) ethics; 3) instructional resources; 4) instructor training; 5) course design; 6) teaching techniques; 7) validation/evaluation; and 8) qualities of a good instructor. (02-08)

### **The Intelligence Process**

Underscores the vital role field officers play in providing essential pieces of information on which all "intelligence product" is based. Several specific segments reinforce the importance of the field officer in gathering intelligence: 1) The Intelligence Payoff, 2) The Intelligence Process, 3) The Alpha Roster, 4) Terrorism Update (CA and AZ), 5) Special Field Focus (LA Clearinghouse and AZ Gang Intelligence Team Enforcement Mission), and 6) Intel-In-Action (The Narco-Terrorist Link). Key questions from field officers regarding the intelligence process and its practical application are also included. Co-produced with Arizona POST, these segments may be used individually by training officers in a stand-alone capacity, or combined as a comprehensive profile of the CA/AZ intelligence network of 2002. (Ref.) (02-09)

### **Qualities of a Good FTO**

The success of a Field Training Officer (FTO) is dependent upon the ability to: 1) translate experience and understanding into training, 2) gain the attention, participation, and trust of the trainee, and 3) develop awareness, decision making skills, and confidence in the trainee. This telecourse examines how one FTO approaches these three points over the course of a single shift of the River City Police Department. Within that span of time, the program touches on several key topic areas, including: 1) the value of getting to know your trainee, 2) importance of personal preparation, 3) elements of verbal/communication skills, 4) teaching skills: primary and remedial, and 5) evaluation skills: delivery of good news and bad news. Five experienced FTOs from throughout California comment on approach, style, and effectiveness of a quality Field Training Officer. (02-10)

### **Public Safety Dispatcher Recruitment and Retention 2002**

Recruiting and retaining dispatchers has become a serious challenge for law enforcement agencies throughout California. To assist in addressing the growing problem, experienced recruiters from all over the state worked with California POST to assemble these tools: 1) a six-minute promotional video intended to promote dispatching as a profession, plus two public service announcements (PSAs), 2) a 23-minute video to motivate all law enforcement to help recruit new dispatchers, and 3) an 84-minute "Best Practices" video for those persons responsible for planning and implementing dispatcher recruitment and retention strategies for their agency. (CD-ROM Ref.) (02-11)

### **2003 Legal Update**

Provides a comprehensive overview of new legislation and case law decisions impacting California law enforcement in 2003. The first half of the program features legislative updates in three areas: 1) general law, 2) firearms law, and 3) traffic law. The second half features case law review, where legal experts take part in practical, street-oriented scenarios to explain updates in laws related to search and seizure, interrogation, and more. (CD-ROM Ref.) (02-12)

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# 2001

## In-Service Training for Law Enforcement

## TELECOURSES

### **Crisis Point: Domestic Violence & Hostage Negotiations**

Addresses the need for first responders and dispatchers to be aware of the unique nature of hostage situations stemming from DV conditions. The program addresses several key questions, including: 1) what factors should a first responder consider in a DV critical incident? 2) How can officers recognize cases that may lead to hostage situations? 3) How can a first responder stabilize the scene until tactical teams arrive? 4) How can first responders assist negotiators in DV incidents? (01-01)

### **Cyber Crime: First Responders and the High Tech World**

In this telecourse, first responders learn how prevalent cyber crime is today and what types of cyber crimes a first responder may encounter. The program demonstrates how first responders can recognize potential high-tech evidence, how to approach and secure a crime scene involving high-tech items, and how to protect fragile evidence in the digital world. (01-02)

### **Maintaining Your Edge: Perishable Skills Training**

This telecourse program provides background information on perishable skills and explains the benefits of this training for patrol officers and their agencies. The program shows how periodic training in four core skills (arrest and control, use of force, firearms proficiency, vehicle operations) and communications (tactical and interpersonal) can ensure safe and effective law enforcement operations. (Ref.) (01-03)

### **Gangs 2001**

Examines the gang problem in California by presenting current trends in gang activity and gang-related crimes. Viewers gain a basic understanding of the different types of gangs, and video scenarios highlight key topic areas such as 1) indicators and influence of gang membership, 2) gang communication, 3) gang-related crimes, 4) indicators of gang-associated criminal activity, 5) enforcement strategies, and 6) safety considerations. (01-04)

### **Stalking 2001**

The majority of stalking situations that field officers will encounter involve relationships where the victim knows their stalkers. There is a strong link between stalking and other forms of intimate violence; however, there are also situations of stranger stalking. This telecourse examines 1) indicators and influence of stalking, 2) communicating with stalking victims, 3) laws related to stalking crimes, 4) enforcement of court orders, and 5) safety considerations and safety measures for victims. (Ref.) (01-05)

### **Late Life Domestic Violence**

Features four scenarios illustrating the nature of late life domestic violence and how to properly respond to calls of this type. Telecourse segments include 1) the dynamics of late life domestic violence, 2) victim profiles, 3) arrival at the crime scene, 4) interviewing victims, 5) evidence collection, 6) documentation and laws, and 7) resources. (01-06)

### **The Ethical Edge 2001**

Focuses on ethics in law enforcement, including: 1) maintaining model professional behavior, 2) protecting the rights of all people, 3) ensuring officer and public safety at all times, and 4) caring for the victims of crime. The program is divided into five segments, each featuring a scenario involving an ethical issue followed by a discussion by subject matter experts who offer appropriate training points. (Ref.) (01-07)

### **Elder/Dependent Adult Abuse 2001**

Focuses on law enforcement's role in safeguarding both elderly and dependent adult victims. Segments include 1) types and indicators of abuse, 2) crime scene arrival, 3) interviewing victims, witnesses, and suspects, 4) documentation and follow-up, 5) working with other agencies, and 6) self-neglect. (Ref.) (01-08)

### **Aviation Security**

Acquaints the peace officer with the safest methods to employ when in direct contact with airports, air travel, and aviation personnel. Includes information from Federal regulations, airline corporate policy, local law enforcement policies, and several common sense guidelines. Segments include 1) prisoner transportation, 2) flying while armed, 3) checking firearms and ammunition in luggage, 4) responding to passenger disturbance or in-flight emergency, and 5) first responder to an aviation crash site. (01-09)

### **Public Safety Dispatcher II: Meeting the Professional Challenge**

Designed to assist public safety dispatchers' knowledge and skills in handling all types of calls, including some of the most challenging—those involving critical incidents. The program includes scenarios and discussion points that highlight 1) shifting priorities, 2) balancing multiple needs, 3) the call taker's role, and 4) meeting the community's needs. (01-10)

### **Supervision and Leadership 2001**

Explores the moment-by-moment nature of leadership in law enforcement and underscores the premise that leadership on the job is less taught than it is absorbed. Makes the distinction that managers are people who "do things right," while leaders are people who "do the right thing." Leadership principles presented include connecting, creating, communicating, confronting, commending, confessing, caring, coaching, character, and commanding. (01-11)



# 2000

## In-Service Training for Law Enforcement

## TELECOURSES

### Recognizing Mental Illness: A Proactive Approach

Focuses on the relationship between law enforcement and the mental health community and provides instruction on how to handle situations involving persons with psychological disabilities. Highlights different types and causes of mental illness, including schizophrenia, disorganized speech, anxiety illness, mood disorders, major depression, personality disorders, brain damage, dementia, delirium, and Alzheimer's. Presents effective tactics used by peace officers when approaching and communicating with persons suffering mental illness and profiles successful partnerships between law enforcement and mental health professionals. (Ref.) (00-02)

### Public Safety Dispatchers

This telecourse recognizes the need for continuing professional training for communications personnel on a wide variety of topics and presents five short, self-contained segments suitable for briefings or staff meetings. Communications topics examined include: 1) crisis callers, 2) critical incidents, 3) Community-Oriented Policing, 4) domestic violence, and 5) hate crimes. (00-03)

### Victim Contact Skills

This program shows how effectively working with crime victims is in the best interest of the victims and law enforcement. Topics include: 1) the role of the first responder, 2) working with victims with special needs, 3) understanding the value of cognitive interviewing, 4) key legal points for handling victims, 5) report writing for successful case management and resolution, and 6) resources available to assist victims in all aspects of recovery. (00-04)

### Preliminary Criminal Investigations

Explores the general understanding required for basic criminal investigative procedures. Additionally, the program focuses on the eight steps essential to a successful preliminary criminal investigation. The program utilizes in-depth scenarios that detail what must be done at 1) Domestic violence calls, 2) Drive-by shootings, 3) Sex crimes, 4) Convenience store robberies, and 5) Hate crimes. (00-05)

### Cops and Schools

This telecourse gives patrol officers and supervisors practical information about policing school campuses. It examines how schools fit into the law enforcement beat, with emphasis on the following topics: 1) types of service calls that bring patrol officers to schools, 2) Community Policing and schools, 3) philosophy of the juvenile justice system, 4) school rules, the school system, and relevant state and federal laws, 5) understanding students and contemporary youth culture, 6) communication strategies for working with students, parents, and staff, and 7) critical incident preparation and response on school campuses. (00-06)

### Child Abuse Issues

This program features six reenactments that cover the most common child abuse cases that a peace officer may encounter: 1) shaken baby syndrome, 2) sexual abuse, 3) neglect, 4) immersion burns, 5) developmentally delayed children, and 6) child custody situations. These reenactments serve as a model on how to appropriately conduct child abuse investigations. (Ref.) (00-07)

### Domestic Violence: Court Orders - Updated

Many laws governing domestic violence court orders have changed recently, making it critical that peace officers are updated. This telecourse reinforces the most important aspects of the *Domestic Violence: Court Orders* telecourse from February 1998, covers some important additional topics, and updates officers on changes since 1998. The telecourse covers these seven topics: 1) Types of Orders, 2) Service & Validity, 3) Emergency Protective Orders, 4) Firearms, 5) Bail/Custodial Issues, 6) Enhancing Victim Safety, and 7) Additional Legal Changes. (Ref.) (00-08)

### Hate Crimes: A Proactive Approach

When a peace officer arrives on the scene of a hate crime, what he or she does in the first few minutes is critical— just like many other types of crime scenes. However, the victim of a hate crime is unlike any other victim an officer will encounter. This program features top experts on the subject of hate crimes in California and presents reenactments that show the officer firsthand what to look for when arriving at the scene of a hate crime. Featured topics include: 1) difference between a "hate crime" and a "hate incident," 2) profile of hate crime suspects, 3) how officers can assist prosecutors in hate crime cases, 4) how to take a proactive stance on hate crime in the local community, 5) update on current state and federal laws governing hate crimes, and 6) resources for officers investigating a hate crime. (00-09)

### 1999-2000 Instructional Highlights

This special program presents highlights from five previous POST telecourse programs, designed in shorter 20-minute segments to accommodate roll-call training. Segments include Hate Crimes: A Proactive Approach, Part 1 (September 2000); Hate Crimes: A Proactive Approach, Part 2 (September 2000); Youth Violence (September 1999); Recognizing Mental Illness (February 2000); Child Abuse Issues, Part 1 (July 2000); Child Abuse Issues, Part 2 (July 2000); and Preliminary Criminal Investigations (May 2000). (00-10)

### Courtroom Testimony: Preparing for Trial

This telecourse program follows three criminal cases— homicide, drug possession, and domestic violence— from arrest through report writing, then into the courtroom where officers present their testimony under questioning from both the prosecution and the defense. Jury members then deliver a final verdict. The program also features comments from prosecution experts from throughout California and officers who have courtroom experience. (00-11)

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# 1999

## In-Service Training for Law Enforcement

## TELECOURSES

### The Role of the Chief

In this telecourse, the viewer spends a day with the police chief of a mid-sized California city, following him from meeting to meeting, watching what it is like to meet the needs of the job on a daily basis. In addition, other chiefs and law enforcement professionals discuss the expectations placed on the chief and the tools required to meet these expectations successfully. Viewers also hear why some chiefs aspired to the job and how they prepared themselves for selection. Viewers learn the role of listening and team-building, the importance of communication, the value of having a clear vision for the department, the essential role played by command staff, and the keys to dealing with other city officials and department heads. (99-01)

### Extradition/Article IV: Foreign Prosecution

What happens when a crime is committed in a local jurisdiction and the suspect flees to Mexico? If the suspect is a U.S. citizen, Mexico will most likely return the suspect to the U.S. under the Extradition Treaty between both nations. However, if the suspect is a Mexican citizen, Mexico will *not* allow extradition except under unusual circumstances. Acquaints viewers with the legal options available to U.S. jurisdictions under Article IV and the resources available in California for successful foreign prosecutions. (99-02)

### Domestic Terrorism

Was the Oklahoma City bombing a random act of violence, or was it a taste of a new style of warfare against government? Do contemporary extremist groups see government authority figures as enemies? What are the key warning signs of potentially violent extremist groups? This telecourse provides state and local law enforcement officers with an orientation to domestic terrorism/extremist groups and provides safety techniques for dealing with the challenges these groups pose. (Ref.) (99-03)

### Image of Law Enforcement

This program provides valuable insight into how the public perceives law enforcement, who shapes those perceptions, the impact of image on all members of law enforcement, and how media functions in its role as a "watchdog" of law enforcement. This program provides not only diverse perspectives on various aspects of image but also offers specific tools that officers and departments can use to improve the overall image of California law enforcement. (99-04)

### Sexual Assault: A Team Response, Part 1

The first in a two-part series, this program provides information about the unique team approach needed for the investigation and successful prosecution of sexual assault cases. The team approach—led by law enforcement working with medical personnel, advocates, and other members of the criminal justice system—better serves victims' needs and focuses law enforcement on the issue of a thorough investigation. (99-05)

### Sexual Assault: A Team Response, Part 2

Introduced by actress Sharon Lawrence of *NYPD Blue*, this second part of the program examines the officer's role in the sexual assault team model with an emphasis on law enforcement as the team leader. Explores specific information associated with evidence gathering. The proper method to conduct effective pretext phone calls, DNA testing, and the use of scent pads and bloodhounds are described and demonstrated. A legal update on new and revised laws as they pertain to sexual assault is also provided. (99-06A)

### Workplace Violence

Workplace violence is a vitally important issue affecting law enforcement officers, who must deal with increased cases of threats, severe injuries, and murder. This telecourse examines: what generates such violent behavior in the workplace; how to use threat assessment techniques to identify workplace violence potential; officer safety issues relating to workplace violence; applying intervention strategies in workplace violence cases; and how to develop a post-incident management plan. (Ref.) (99-06B)

### Suicide By Cop, Part 1

Police Assisted Suicide and Suicide by Cop have long-term, often devastating effects on those involved. In a Suicide by Cop incident, law enforcement officers become unwilling executioners for suicidal individuals or criminals who cannot face the lawful consequences of their apprehension. Part 1 of this telecourse series includes: background information on the phenomenon and the behavior of "Suicide by Cop" subjects; information gathering strategies and assessment tools for Call Intake Personnel; and profiles of two incidents narrated by the actual officers involved. (Ref.) (99-07)

### Suicide By Cop, Part 2

This second part of the two-part telecourse series details the tactics and strategies for first responders and examines post-incident considerations. Part 2 of this telecourse series includes: the impact on involved personnel; investigation and documentation of a Suicide by Cop incident; civil and criminal litigation; and community relations and the media. (Repeated Jan. 2000) (Ref.) (99-08)

### Youth Violence

Was the tragedy at Columbine (Colorado) High School an isolated case or was it an indication of a growing trend toward youth violence on school campuses? What could law enforcement, community, and schools have done to prevent this from happening? This telecourse examines the physical and psychological conditions that may lead to these apparent random acts of violence. The program also suggests actions law enforcement may take to prevent these situations. (Ref.) (99-09)

### Domestic Violence: Effective Interviewing Techniques

Presents effective domestic violence interviewing techniques from the real-life perspective of law enforcement officers, district attorneys, and those who work with domestic violence survivors. The overall goals of the program include informing law enforcement about interviewing techniques, providing strategies for managing domestic violence as a crime, and introducing the proper investigative steps to ensure a successful prosecution. (99-10)

### Emotional Survival

Presents an enlightening seminar by Dr. Kevin Gilmartin, a consultant on behavioral science issues for law enforcement and a frequent instructor at the FBI Academy and the Federal Law Enforcement Training Center. Dr. Gilmartin explains the physical and social causes of law enforcement stress, describes common symptoms, and prescribes specific steps to counteract stress. (99-11)

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# 1998

## In-Service Training for Law Enforcement

## TELECOURSES

### **Domestic Violence: Court Orders**

The single most common call that any agency handles is domestic violence related. They are also considered the most dangerous, volatile, and potentially lethal call. A key area of particular significance to law enforcement in terms of further training in domestic violence is the area of court orders. It is recognized that a critical tool for protection of victims and intervention into violent situations is the use of the court order. The program examines Emergency Protective Orders and Restraining orders; identifying the primary aggressor and avoiding the dual arrest; workplace violence and related protective orders; and foreign restraining orders /Full Faith and Credit. (Ref.) (98-02)

### **Domestic Violence: A Matter of Culture**

Addresses new immigrant and refugee ethnic groups within California that law enforcement might contact within the context of domestic violence. Given their increased presence in California, this is an effort to educate law enforcement to better serve the communities identified in the program. Designing an appropriate and effective response to domestic violence that is culturally sensitive is critical to successful intervention. This course is designed to provide officers with information about different cultures that can assist in a safe and successful intervention. Always remembering that the dignity of the individual is foremost, we hope this information can help law enforcement customize their approach in working with members of many cultures. (98-04)

### **Missing Persons**

Investigations regarding missing persons are multifaceted and present a genuine challenge to law enforcement professionals. As a result of the 1995 passage of AB 818, several significant changes were made to laws affecting law enforcement procedures for handling missing persons cases. The Commission on POST updated the *Missing Persons Guidelines and Curriculum*, which may be used as an accompaniment to this course. The telecourse will cover first responder issues, jurisdiction, Department of Justice reporting requirements, sensitivity to victims, and references. (Ref.) (98-05)

### **Domestic Violence: Community Oriented Policing**

Demonstrates several Community Oriented Policing (COP) approaches that have been designed to combat the specific issue of Domestic Violence. The program will review a variety of successful programs that provide strategies to solve problems, reduce calls for service, increase resources for patrol officers and investigators, improve relations with the community, and establish long term partnerships. The reference guide provides a summary of each program and additional contact information. (Ref.) (98-06)

### **Managing Civil Disobedience**

Provides contemporary training and information to California peace officers in the area of managing and controlling crowd situations. When it becomes necessary to control the actions of a crowd that has unlawfully assembled, the officer is committed to do so with optimal efficiency and minimal impact upon the community. Officers must restrict themselves to use only reasonable force. Persons violating the law may be arrested and order restored as soon practical. (Ref.) (98-07)

### **Peer Support**

Developed in response to the growing awareness of the value of Peer Support programs, both to law enforcement personnel and to their agencies. In order to deal with sometimes tremendous job pressures, peace officers develop a variety of coping mechanisms that protect them in the short term but make them vulnerable to the debilitating cumulative effects of long term stress. Peer support programs offer peace officers support from their colleagues, people who understand the unique pressures of law enforcement - people the officers can trust. These programs offer a much needed safety valve to law enforcement personnel and their families. (Ref.) (98-08)

### **Ethical Decision Making in Law Enforcement**

Examines practical decision making approaches to ethical issues that exist for the field officer. The program teaches that high ethical standards can be maintained by examining controversial issues and problematic situations in advance and by considering the ramifications of actions ahead of time. This program provides law enforcement with clear principles that can be used in the future when faced with ethical decision making. (Repeated Nov. 1998) (Ref.) (98-10)



# 1997

## In-Service Training for Law Enforcement

## TELECOURSES

### Elder Abuse

At the end of their lives, the elderly become increasingly vulnerable. They are easily injured due to the fragility that accompanies aging, and their mental sharpness may be dulled with time. They are preyed upon for money, food, social security checks, credit ratings, and shelter. This telecourse will identify the many forms and degrees of elder abuse and certain indicators that law enforcement should be aware of in order to determine if abuse may be occurring. (Ref.) (97-02)

### High Tech Crimes, Part 1

The High tech Crimes telecourse is a documentary-style program, broken into ten content segments that range from seven to fifteen minutes in length. There are two audiences and two broad goals for the program. The first is to convince law enforcement management that high tech crime is a problem that must be pro-actively addressed, and secondly, to give peace officers the information and strategies they need to effectively prevent and respond to high tech crimes. The benefits of team work and cooperation, with other law enforcement agencies and with private industry, will be stressed throughout the program. (Ref.) (97-03)

### Megan's Law

On September 26, 1996, the Governor signed into law Assembly Bill 1562 sponsored by California Attorney General Dan Lungren. This law implements California's version of Megan's Law by providing the public with photographs and descriptive information on approximately 57,000 of the more than 70,000 individuals who have been previously convicted of committing sex crimes and are required to register their whereabouts with local law enforcement. This telecourse will assist law enforcement agencies in implementing all aspects of Megan's Law. (Ref.) (97-04)

### High Tech Crimes, Part 2

The High Tech Crimes - Part II Telecourse continues the survey of 21st century crime from the March 1997 telecourse: *High Tech Crimes - Part I*. The program starts with coverage of cellular phone fraud, then presents a primer on the internet and its criminal uses. Additional segments include computer and network intrusion and theft of proprietary information. The use of computers in counterfeiting and guidelines for computer search and seizure are the final topics presented in the program. (97-05)

### Parole and Local Law Enforcement

The State of California has the largest prison population in the free world. More parolees are released every year into this state than any other state or country in the world. By viewing this telecourse, the peace officer will have a better understanding of the extent of the parolee population in California, how to identify parolees, and how to handle them once they are identified. A field reference guide, the "Parole Redi-Ref" is available to peace officers. (Ref.) (97-06)

### Controlling Violent Subjects, Part 3

After viewing this telecourse, the peace officer will have a better understanding of the lawful use of deadly force by peace officers and the issues surrounding deadly force. The viewer will also hear from California peace officers who have faced and survived deadly force encounters and who have volunteered to share their thoughts and experiences. (97-07)

### Arson & Bomb Investigation

After viewing this telecourse, the peace officer will have a better understanding of the extent and impact of the arson and explosives-related crime problem within the State of California. Tactical considerations and awareness of the officer safety issues associated with fire and explosive related incidents will be reviewed, as well as the ability to react appropriately when encountering an actual or potential incendiary, destructive or explosive device, or related component. (Ref.) (97-09)

### Traffic Stops

After viewing this telecourse, the peace officer will know how to make safer traffic and vehicle stop contacts. The goal of this telecourse is to challenge every viewing peace officer to personally evaluate their current officer safety practices (including knowledge and use of patrol resources and limitations) and to learn from the thoughts and considerations presented in the POST *Traffic Stops* telecourse. (Ref.) (97-10)

### Homicide and Death Investigation, Part 2

The Homicide/Death Investigation, Part II is for Detectives and Investigators. The telecourse focuses on the tasks of the homicide investigation team, from the point of contact with the lead detective or investigator, through the primary briefing, crime scene management, and the critical information and evidence gathering that prepares the case for ultimate prosecution. (Ref.) (97-11)



# 1996

## In-Service Training for Law Enforcement

## TELECOURSES

### Pursuit Driving

Utilizes news and field footage of actual law enforcement pursuits, combined with recreated sequences and comments from a broad cross section of California law enforcement representatives to underscore key decision-making points involved in any pursuit situation. These include factors to be considered in initiating a pursuit, as well as the thought process surrounding the decision to discontinue a pursuit. Relates these factors to the recently published *California Law Enforcement Pursuit Guidelines*. (Ref.) (96-02)

### Community Oriented Policing

Documents the reality of community oriented policing efforts in several police departments throughout the country: Charleston, South Carolina; Seattle, Washington; Portland, Oregon; Oakland, California; Phoenix, Arizona; and Santa Ana, California. Officers from each department discuss their projects and describe the difficulties encountered as they face peer pressure, departmental politics, the financial burden of community policing, the nature of the leadership role, resources used within the community, and the dramatic results achieved. (Ref.) (96-03)

### Gambling Recognition

Gives officers an understanding of the extent and impact of illegal gambling and gaming activity within the State of California, and why such violations are often not enforced. Reasons for effective enforcement, the basic role of the field officer, and the technological impact of illegal gambling and gaming are also discussed. (Ref.) (96-04)

### Controlling Violent Subjects, Part 1

Gives officers an understanding of how to identify and control violent people. Focuses on the initial approach to law enforcement contacts and the use of force where the peace officer has to use physical control to overcome resistance or attack. *Controlling Violent Subjects, Part II* aired in November 1996. (96-05)

### Stalking

Stalking is a dangerous crime, and left unchecked, it has been proven to escalate to violence. The FBI reports that 90% of women killed by boyfriends or husbands were stalked by their killers prior to their deaths. The State of California, in the forefront of stalking legislation, was the first to pass an anti-stalking statute in 1990. It has been strengthened every year since, with new changes effective in 1996. This telecourse reviews these laws and enables officers to recognize stalking cases in order to enforce them. (Ref.) (96-06)

### Domestic Violence

The purpose of this telecourse is to promote law enforcement's understanding of the nature of domestic violence and the best strategy for effective intervention. The telecourse covers recent changes in the law and tactics needed to respond in a manner that will maintain the safety of officers, victims, and innocent bystanders. The program was designed to meet requirements of Penal Code Section 13700. The telecourse also covers Emergency Protective Orders, Dual Arrest circumstances, and Domestic Violence Stalking. (96-07)

### Vehicle Theft

The POST vehicle theft telecourse was specifically designed to provide field officers with contemporary information regarding vehicle theft trends, as well as identifying proactive beat intervention strategies. The program addresses how vehicles are stolen, how to locate stolen vehicles, how to obtain registration and identification information, and how to use techniques for effective preliminary investigation and documentation. (Ref.) (96-08)

### Leadership

This telecourse encourages officers to develop his or her leadership skills and to implant the seeds of accountability, responsibility, and ethical and professional approaches to people, tasks, and problems. Viewers will recognize that leadership is not rank-related and that anyone can learn to be a leader. There will be numerous opportunities throughout the telecourse for viewers to evaluate their current leadership skills and plan for personal development. (Ref.) (96-09)

### Homicide/Death Investigation

The POST *Homicide/Death Investigation* telecourse will address this topic with special focus on initial crime scene management for "first responders." Intended for patrol and supervisor levels, the program will incorporate the dramatic recreation of a crime situation, with specific variables, special guest commentary, expert panel, and the opportunity for viewer questions and answers. (Ref.) (96-10)

### Controlling Violent Subjects, Part 2

After viewing this telecourse, the peace officer will have a better understanding of the options and tools available to aid in the control of a violent subject. California peace officers will detail their experiences controlling violent people. This telecourse will include recreations of real incidents, actual footage of officers facing violent subjects, and demonstrations of control tools and tactics. (96-11)

**Telecourse** programs are approximately two hours total length (note that telecourses are divided into shorter segments for roll-call training sessions). An (Ref.) indicates that a printed Reference Guide accompanies the program. Course module numbers (month-year) appear with each telecourse program listing. All programs listed here are CPT-eligible; see last page for information about completing Telecourse programs and POST rosters for CPT credit. Visit the CPTN website at [www.post.ca.gov/training/cptn](http://www.post.ca.gov/training/cptn) for ordering information and additional information about the CPTN service.





# 1995

## In-Service Training for Law Enforcement

## TELECOURSES

### **Victim Contact Skills**

Provides a comprehensive understanding of effectively dealing with people who have become victims of crimes, and the importance of the victim in regard to investigation and evidence collection. Viewers will understand how the crime has impacted the victim; how to implement effective communication skills to increase case closures responsibilities to victims at crime scenes; and how to refer victims for further resources. (Ref.) (95-01)

### **Supervising Critical Incidents- First 30 Minutes**

Demonstrates response to critical incidents during the often dangerous, and frequently hectic initial stages. Includes scenarios on Urban Fires, Workplace Violence, Reduced Visibility Traffic Crashes, and Officer Involved Off-duty Conduct. Introduces the Incident Command System and Standard Emergency Management System that will be the topic of the POST April 1995 telecourse. (Ref.) (95-02)

### **Recognizing Criminal Personalities**

To better understand how and why criminals commit crimes, you must first be able to identify common personality characteristics and behaviors of these criminals. This telecourse will help you recognize these characteristics and behaviors, assist you to develop criminal personality profiles, conduct interviews, and develop investigative strategies. Produced in conjunction with Arizona POST and the Washington State CJTC. (Ref.) (95-03)

### **Standardized Emergency Management System (SEMS)**

In January 1993, Government Code Section 8607 was enacted which requires all emergency responders in California to utilize the SEMS when responding to multiple agency disasters. Emergency responders include peace officers, fire fighters, emergency medical personnel, public works personnel, and any other persons who are expected to respond to a natural or man-made disaster. This telecourse explains the SEMS law and how it can assist with disasters within a community. (Ref.) (95-04)

### **Legal Actions Involving Peace Officers: Criminal, Civil and Internal**

Recreates incidents where officers faced criminal, administrative, internal, and civil investigations including: an officer-involved shooting, a use of force investigation, a civil suit resulting from a citizen complaint, and an off-duty incident. Viewers will learn the legal issues an officer might face due to action taken on the job, as well as the rights and obligations of an officer who is involved in a criminal, administrative, or civil investigation, and/or legal action. (95-05)

### **Law Enforcement Awareness of Disabilities**

Lists the four major types of developmental disabilities; describes the general characteristics which identify persons with each disability; discusses strategic communication and safety techniques utilized with each disability; differentiates between techniques to be utilized when the person with a developmental disability is either a victim of, a witness to, or a perpetrator of a crime; discusses "People First" terminology and the characteristics of persons having a Traumatic Brain Injury. (Ref.) (95-06)

### **Sexual Assault Investigation**

Provides an understanding of the dynamics of sexual offenses and the importance of the first responder's role in the successful outcome of a case. Examines different types of sexual assaults, coupled with strategies officers can use, from the time they first contact the victim through the arrest of the suspect, and filing of case documentation. Viewers will understand the motivation behind sexual offenses, the impact on victims, and learn proper interview techniques, evidence collection, and case documentation procedures. (Ref.) (95-07)

### **Interrogations/Confessions: Legal Issues**

Combines a mixture of dramatic scenarios, expert commentary and instruction to clarify the issue of police interrogation with regard to the requirements of Miranda. Focuses on clear definitions and examples of the difference between talking to an individual and "police interrogation", what creates "custody", specifics of admonishing, express and implied waivers, invocations, and re-initiation. Accompanied by a reference book containing specific court rulings and opinions, sources for individual follow-up, and job aids. (Ref.) (95-08)

### **Search and Arrest Warrants**

Learning goals are to "de-mystify" the warrant writing process, encourage cooperation with District Attorney's offices, understand the changing legal climate and its impact on the need for search warrants, introduce recent innovation and technology in the writing and acquisition of search warrants, encourage officers to prepare more search warrants and to take a proactive rather than reactive approach to problem solving. (includes 3.5" PC diskette) (95-09)

### **Warrant Service and Building Entry Tactics**

Provides the fundamental elements of safe building entry tactics. Covers the process of identifying mission objectives, planning the entry, executing the entry, and debriefing and critiquing of the entry. Whether it's a formal warrant service entry team, a narcotics search warrant service entry team, a foot pursuit into a building, or any situation where a peace officer will be making an entry into a structure, the primary goal is officer safety. (95-10)



# 1994

## In-Service Training for Law Enforcement

## TELECOURSES

### **Drug Influence**

Discusses and graphically illustrates the physical symptoms of an individual under the influence of an opiate, stimulant, hallucinogen, marijuana, depressant, or phencyclidine. Emphasizes the importance of proper documentation by the arresting officer of direct observations and other evidence. (Ref.) (94-01)

### **Drug Recognition And Investigation**

Provides training on an officer's right to search and seize evidence in vehicles, incident to an arrest, and pursuant to parole and probation searches. Covers exigent circumstances and protective sweeps in drug situations. Viewers will improve their field knowledge of crime patterns by visually recreating drug sales, transportation and distribution operations. A panel of experts discusses enforcement strategies currently being used. (Ref.) (94-05)

### **Child Abuse, Part 1: Recognition And Impact**

Shows how to recognize crimes against children involving physical and sexual abuse, neglect, and emotional maltreatment, for appropriate dispositions in the best interest of the child. Reviews the history of child abuse; the psychology of abuse, including the emotional and behavioral impact on the victims; indicators of abuse; and methods of coping with the personal impact of child abuse investigations. (Ref.) (94-06)

### **Child Abuse, Part 2: Investigation**

Shows how to investigate crimes against children involving physical and sexual abuse, neglect, and emotional maltreatment, for appropriate dispositions in the best interest of the child. Viewers will learn appropriate methods regarding protection of the child; review correct techniques for collection and preservation of evidence, and for clear and comprehensive case presentation; learn effective interview/interrogation techniques; and collaborate with county Child Welfare on behalf of the child. (Ref.) (94-07)

### **Sexual Harassment**

Meets training requirement of Penal Code Section 13519.7. All peace officers who have received their basic training before January 1, 1995 must receive this supplementary training on sexual harassment in the workplace by January 1, 1997. Viewers will understand what constitutes sexual harassment and a hostile work environment, "zero tolerance" and "Quid Pro Quo", how to respond to complaints of sexual harassment, and expand their knowledge of human relations. (Ref.) (94-09)

### **Stress Management & The Law Enforcement Family**

Examines the effects of police work stress on officers, their families, friends, and relatives. Viewers will understand the police environment and how it relates to stress on officers; recognize the effects of police work/stress on the officers family; understand the signs and symptoms of family stress; and examine possible solutions for the problems of stress. (Ref.) (94-10)

### **Violence Against California Peace Officers**

Examines disturbing trends related to the increase in felonious assaults against California peace officers. Provides statistical information from the *1990-93 Officers Killed and Assaulted Study* on felonious officer deaths, and challenges the viewer to evaluate their preparedness in properly identifying and responding to any potentially dangerous situation. (Ref.) (94-11)



# 1992-1993

In-Service Training  
for Law Enforcement

TELECOURSES

## 1992

### Hate Crimes

Identifies hate crime and the importance of reporting it as such. Differentiates hate crime from other types of crimes. Emphasizes unique needs of hate crime victims. Discusses appropriate investigative approach to be taken. Identifies community resources available to support officers and hate crime victims. (Ref.) (92-01)

### Tactical Communications (Verbal Judo)

Focuses on tactical communication skills and gaining voluntary compliance in confrontational situations. George J. Thompson, Ph.D., creator of a nationally recognized training program on Tactical Communication, and president of The Verbal Judo Institute, Inc., focuses on several key areas in this three-part telecourse. (Ref.) (92-04)

## 1993

### Interview & Interrogation Techniques, Part 1-2

A two-part series focusing on cognitive interviewing and confrontation-interrogation techniques. Viewers will become more skilled at retrieving information from witnesses and victims, including children; obtain up to 35% more information than obtained using more traditional methods; increase the likelihood of obtaining confessions; and learn how both techniques can be used by field personnel. (Ref.) (93-04)

### Forensic Technology For Law Enforcement

Provides information on the latest technology and methods of processing crime scenes, as well as an update of the forensic services provided by the State Department of Justice. Viewers will become acquainted with Forensic Technology as an investigative tool; explore various types of physical evidence, its collection, and value in preparing better cases; and learn the capabilities of applied science in solving today's crimes. (Ref.) (93-05)

### Surviving Deadly Assaults

Contains reenactments of actual incidents where officers faced deadly situations and survived. Viewers will learn how officers have survived shootings; become familiar with many of the disturbing trends related to peace officer deaths nationwide; be challenged to evaluate their own mental and physical readiness to face shooting situations; and hear candid comments from the officers involved in the actual incidents. (Ref.) (93-06)

### Communicable Diseases

An officer safety program designed to provide knowledge of communicable diseases and how to prevent injury or disease infection. Viewers will learn the medical aspects of communicable diseases, prevent or minimize occupational exposure to communicable diseases, and learn proper post-exposure management when an exposure does occur. (Ref.) (93-11)

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# Instructions

In-Service Training  
for Law Enforcement

TELECOURSES

## CPT Credit for Telecourse Viewing

The previously broadcast telecourses listed are eligible for the award of continuing professional training (CPT) credits if facilitated by a POST-certified Telecourse Coordinator.

Agencies should contact their POST area representative for instructions on becoming a POST-certified Telecourse Coordinator, or call the POST Training Delivery Bureau at (916) 227-4863.

Certified presenters of POST Advanced Officer Courses or Skills and Knowledge Modular training courses may also use the telecourse videotapes as part of those courses.

POST-certified Telecourse Coordinators should document all telecourse attendance on the POST Course Roster, Form 2-111. Note the four-digit telecourse module number (00-00) in the Comment section of the Roster form.

Law enforcement agencies in the POST Program and POST-certified course presenters are authorized to duplicate CPTN video programs for internal training use.

Single copies of printed telecourse reference guides or CD-ROMs (when applicable, indicated by *Ref.* in the listing) are mailed directly to POST-certified Telecourse Coordinators in advance of or immediately following the telecourse broadcast. Reference guides for older telecourse titles may be out of print or discontinued.

POST-participating agencies without a satellite system or who cannot locate a copy of the telecourse or a companion reference guide may order copies by calling (800) 441-7678.

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